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The Utilization of Technology in Teaching of the Arabic Language in Secondary Schools in Riyadh, Saudi Arabia

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Abstract

This study is about how Arabic language teachers use technology in secondary schools. It aims to provide knowledge that will improve understanding of the current usage of technology. Saudi Arabia has introduced computers into their curricula to keep pace with their developed counterparts. Also, this study can provide the Education Ministry in Saudi Arabia with valuable information for addressing future educational policies such as access, usage and training in the use of computers and can help identify the benefit of the current use of technology for students. Specifically, the study explores the availability and usage of technologies as tools that Arabic language teachers use. It examines the main difficulties that prevent the teachers from using them in their teaching. This study utilizes two kinds of methodologies with male teachers because the education system in Saudi Arabia is segregated so it is not possible to collect data from women. Both quantitative and qualitative approaches are used through using a questionnaire and interviews. The data revealed that it appeared from questionnaires that many electronic instructional technology tools were available in secondary schools in Riyadh. Also, using electronic instructional technology activities in teaching the Arabic language in secondary schools was high. Learning theories have great influence on educational practice and how would educators design and develop instructional materials (Duffy & Jonassen, 1992). Learning theories specify students and instructors roles in the learning process (Jonassen et al, 1995).

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Keywords: Secondary; Riyadh; utilization of technology

1. Introduction

1.1 Research Proposal

The utilization of technology in the teaching of the Arabic language in secondary schools in Riyadh, Saudi Arabia

How is technology being used currently in teaching the Arabic language?

1.2 Research problem and questions

The goal of this dissertation project is to examine the instructional technology used by teachers of the Arabic language. This study attempts to address four pertinent questions: What is the history of using technology in teaching the Arabic language in secondary schools in Riyadh? To What extent are instructional technologies available in teaching the Arabic language in secondary schools throughout the Riyadh Governorate? What extend are instructional technologies used in teaching the Arabic language in secondary schools throughout the Riyadh Governorate? What instructional technologies are utilized in teaching the Arabic language in secondary schools throughout the Riyadh Governorate? What differences exist in the use of technology by teachers according to such factors as their formal qualifications and number of years in service? How did you gain instructional technology skills and training?

1.3 Hypotheses

Several assumptions are used in developing this study. Specifically, the study assumes that the teachers of the Arabic language who utilize instructional technology can convey information to the students more easily. Furthermore, the study also assumes that the teachers of the Arabic language who utilize instructional technology have the ability to use computers to solve their educational problems. The study also assumes that the teachers of the Arabic language can utilize the Internet to obtain any necessary information for assisting their students. Moreover, the study assumes that there are certain difficulties which may discourage or prevent teachers of Arabic language from using instructional technologies. Finally, the study assumes that there is an impact on the teachers of Arabic language when technology is used.

1.4 Significance of the Study

This study is significant for several reasons. The reasons to be discussed in the following section can be summarised as follows: A) Very limited amount of research that focuses on how Arabic language teachers use technology in secondary schools. B) This study will help to understand the current of using technology in teaching of the Arabic language area in Saudi Arabian schools. C) Saudi Arabia attempts s to

computerized curriculum. D) Provide the Education Ministry (EM) in Saudi Arabia with new information relating to some issues such as access, usage and training. E) Help identify the benefit of the current use of technology in Saudi Arabia for students.

1.5 Purpose of the study

The primary purpose of the study will aim to explore the availability of technologies as tools that Arabic language teachers use. The study will be to investigate the use of instructional technology in the teaching of the Arabic language in secondary schools in Riyadh, Saudi Arabia. Moreover, this study will examine the main difficulties that prevent the teachers of the Arabic language from using instructional technologies in their teaching. This study, also, will examine how using instructional technologies is impacted by some variables including teachers' qualifications, training and experience. Furthermore, this study will investigate the extent of usage of technology by Arabic language teachers in the classroom in secondary schools. This research will identify the strengths and weaknesses that institutes (e.g. schools) may face which can respectively advance or impede the use of technology in teaching the Arabic language.

1.6 Use of technology in language teaching

The Information Age is characterized by rapid technological advancements that have become indispensable in all fields of life. Technology, which has penetrated the entire world, has facilitated the communication process and thus it demands continuous learning in order to be abreast with advancements currently taking place. Several studies have been made about advancements educational technology. However, the use of technology in education goes back a long way in history. The teaching-learning process is not an exception to this technological revolution; rather it is at the heart of such advancement and constitutes an important base from which advances in other fields often emanate. As a result there is a need to create a system of education that is able to keep up with advances and developments to make the best use of the technological inventions. In order to make such education possible, recent technological breakthroughs should be wisely implemented (Aqeel, 2003, p. 22).

2. Literature review:

Instructional technology is a subject of much concern for researchers in countries across the world. Researchers from various countries demonstrate great interest in investigating instructional technology in terms of availability, utilization and obstacles at various school levels from teachers' viewpoints. This section will trace and discuss relevant literature in the area of teaching characteristics, obstacles to the use of technology, availability of technology and teachers' usage of technology in secondary schools education. Issues related to educational policy and the future of education will also be discussed in order to cover issues investigated in prior studies of relevant to this study's research questions.

3. Methodology

This study utilized two kinds of methodologies with man who is teachers of the Arabic language in secondary schools in Riyadh without woman to collect information. It used both quantitative and qualitative approaches through using a questionnaire and interviews.

3.1 Analysis

Miles and Huberman (1994) identified the main stages of analysis for qualitative data as data reduction, data display, verification and drawing of conclusion. For analysis of qualitative data gathered in the study through the interview, open-ended questions, certain steps will be followed: preparation of the data, familiarity with the data, interpretation of the data, verification of the data, and representation of the data. The data would first be prepared, organized, and conceptualised. The second step would be to read and reread the data to gain familiarity with it. In the third step, data would be coded and categorised, using the themes and patterns that are identified. The next step would be to verify the data. Finally, the data would be summarised, compared, triangulated, and presented in descriptive ways relating to the study questions (Denscombe, 2007; Miles & Huberman, 1994; K. Punch, 2005).

3.2 Procedure of the study

First: Sampling. Second: researcher would be questioner preparation and he would be arbitration. Third: researcher proceeded transitions of validity and reliability. Fourth: researcher implemented questioner on sample. Fifth: researcher would be answering study questions, presenting results and implications.

3.3 Questionnaire findings

The data revealed that it appeared from table 1 of questionnaires that many electronic instructional technology tools were available in secondary schools in Riyadh. The most commonly available tools were computers (88%), printers (81%), computer labs (71%), floppy discs (66%), data projects in computer labs (64%), and computers for students in a lab (61%). The next most commonly available group of tools in the secondary schools in Riyadh were CD players (59%), overhead projectors (58%), TV monitors (57%), slide projectors (55%), and interactive whiteboards (53%). Finally, tools such as iPods (8%), iPads (9%), computers for students to use in the classroom (10%), and audio-visual laboratories (18%) were less available in these schools.

Table 1: Availability of electronic instructional technology:

Tools	No		Yes	
	Count	%	Count	%
Computer	12	12.0	88	88.0
Computer in the classroom	56	56.0	44	44.0
Laptop computer in the classroom for teacher use	56	56.0	44	44.0
Computer for student use in the classroom	90	90.0	10	10.0
Computer lab	29	29.0	71	71.0
Computer classroom for teacher use	56	56.0	44	44.0
Computer for students in a lab	39	39.0	61	61.0
Computer connected to the internet for teacher use	79	79.0	21	21.0
Portable computer units	62	62.0	38	38.0
Data projector in the classroom	47	47.0	53	53.0
Data projector in a computer lab	36	36.0	64	64.0
Camera	51	51.0	49	49.0
Video camera	51	51.0	49	49.0
Digital camera (photo)	51	51.0	49	49.0
Digital camera with video capability	56	56.0	44	44.0
Digital projector	48	48.0	52	52.0
Ipad	91	91.0	9	9.0
Ipod	92	92.0	8	8.0
Floppy discs	34	34.0	66	66.0
Interactive whiteboard	47	47.0	53	53.0
TV monitor	43	43.0	57	57.0

DVD player	52	52.0	48	48.0
CD player	41	41.0	59	59.0
Printers	19	19.0	81	81.0
Overhead projector	42	42.0	58	58.0
Scanner	72	72.0	28	28.0
Slides projector	45	45.0	55	55.0
Audio cassette, MP3 player	49	49.0	51	51.0
Audio-visual laboratory	82	82.0	18	18.0
Video cassette recorder (VCR)	59	59.0	41	41.0
Radio	52	52.0	48	48.0

It appeared clearly from table 2 of questionnaires that using electronic instructional technology activities in teaching the Arabic language in secondary schools was high. The activities that had the high mean in using electronic instructional technology in teaching for teachers who prepare their work for the classroom was 3.58, using computer in many places 3.55, using a computer to deliver instruction to class 3.30, accessing the Internet for retrieving information, (e.g. research, information, ideas etc.) 3.26. On the other hand, using electronic instructional technology activities in teaching had the lowest mean such as developing Arabic lessons by designing informative flash animations 1.18, developing Arabic lessons by designing informative digital video productions 1.21, using ipod or ipad in the classroom 1.27, using the students their own computer in the class 1.35.

Table 2: For the next table the used guidelines are:

1-2 low 2-3 intermediate 3-4 high 4-5 very high

Using electronic instructional technology in teaching the Arabic language:

activity	N	Minimum	Maximum	Mean	Std. Deviation
Use computer in many places.	96	1	5	3.55	1.660
Use a computer to deliver instruction to your class.	98	1	5	3.30	1.742
Use teacher laptop in the classroom to gain information.	95	1	5	2.77	1.813

Use students own computer in the class.	99	1	5	1.35	1.023
Explaining subject of Arabic in Computer lab.	97	1	5	2.60	1.631
Preparing teachers their work for their classroom.	97	1	5	3.58	1.676
Use lab students to interact in the lesson.	96	1	5	2.72	1.652
Access the Internet for retrieving information, (e.g. research, information, ideas etc.).	97	1	5	3.26	1.616
Use Portable computer units in the lesson.	96	1	5	2.47	1.556
Use Digital projector in the class.	95	1	5	2.33	1.722
Use Digital projector in a computer lab.	94	1	5	2.71	1.824
Use the data show to explain subjects.	96	1	5	2.74	1.767
Use photos to add more information about subject.	97	1	5	2.79	1.773
Adding knowledge by use of a Digital camera.	97	1	5	1.57	1.274
Use Digital camera to create a video clip of some scenes such as based on of subject. Use Digital camera with video capability in the Arabic subject	96	1	5	1.40	1.051
Use Digital projector.	97	1	5	2.41	1.749
Using iPod or iPad in the classroom.	100	1	5	1.27	.962
Keeping work on floppy discs.	93	1	5	2.91	1.646

Use Interactive whiteboard to explain subject.	98	1	5	2.71	1.693
Use the TV in the class.	98	1	5	2.18	1.664
Use DVD or CD player in Arabic subject.	99	1	5	2.34	1.451
Scanning homework and sending it to students.	100	1	5	1.48	1.168
Use photo copies in the lessons.	96	1	5	3.07	1.784
Use overhead projector to add more information for student.	92	1	5	2.72	1.725
Use slides to show student example of subject.	95	1	5	2.79	1.713
Use MP3 or Audio cassette to listen to Arabic subject.	98	1	5	2.32	1.596
Doing Arabic lesson in Audio-visual laboratory.	97	1	5	1.54	1.259
Watching Video cassette recorder to increase knowledge.	98	1	5	2.47	1.663
Use radio in the school.	96	1	5	2.09	1.529
Create models resembling the original, using technology and encourage and motivate students to do so.	97	1	5	2.44	1.738
Developing Arabic lessons by designing informative web pages.	98	1	5	1.58	1.235
Developing Arabic lessons by designing informative power point.					

Developing Arabic lessons by designing informative flash animations.	97	1	5	1.18	.692
Developing Arabic lessons by designing informative digital video productions.	97	1	5	1.21	.790
Use games show review; to encourage students to recall information in a competitive environment.	100	1	5	2.27	1.780
Use Email for professional purposes.	98	1	5	2.52	1.760
Using the technology such as word and XL for administration purposes (e.g. record keeping, reports, etc.).	100	1	5	3.08	1.727
Word processing.	98	1	5	2.85	1.767
Graphics/drawing packages.	99	1	5	2.40	1.749
Internet sites.	96	1	5	2.44	1.608
Specialist subject program e.g. the Arabic language.	99	1	5	2.80	1.761
Use technology when you are teaching a class.	98	1	5	3.10	1.702
Use technology for preparing lessons	97	1	5	3.24	1.676
Create an interactive Arabic test by using interactive learning modules to improve students' conception in their Arabic subjects.	99	1	5	1.48	1.190

Create an interactive Arabic quiz	99	1	5	1.58	1.286
by using interactive learning					
modules to improve students'					
conception in their Arabic					
subjects.					
Valid N (listwise)	61				

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